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ABSTRACT

The Georgia Talent Search Project FAIT (Find and Inform Talent) was established in 1966 to identify academically able but financially needy students in Georgia secondary schools. Students identified by guidance counselors were informed by FAIT personnel of the availability of funds for higher education. A source book containing pertinent information on each student was sent to all post-secondary schools in Georgia and contiguous states to encourage institutions to recruit disadvantaged students. This study examines the 2,777 graduated FAIT students. A questionnaire sent to a representative sample of the 57.5% reportedly enrolled in some type of post-secondary institution elicited responses from 41.4%. Among the results, it was found that sex and race were related to continuation of a student's education; white FAIT students and male FAIT students were more likely to attend. White FAIT students tended to enroll in public 4-year schools while black FAIT students enrolled generally in private 4-year colleges. Financial aid was received by 50%; 57% of the blacks and 31% of the whites reported difficulty in securing aid. (JS)

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Final Report
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A FOLLOW-UP STUDY OF THE SUCCESS OF STUDENTS IN THE GEORGIA TALENT SEARCH PROJECT FAIT

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October 13, 1970

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SUMMARY

The Georgia Talent Search Project FAIT (Find And Inform Talent) began in fiscal 1966 and has had as its primary objective the identification of academically able but financially needy students in the secondary schools of Georgia who had the potential to successfully benefit from post-secondary education but who would probably not attend a school without special assistance. At each Georgia high school, an institutional resource person (usually a guidance counselor) was asked to identify the students at his school who would fit in the above category. Project FAIT personnel subsequently informed the students and/or their counselors of the financial assistance available for higher education. Pertinent information on each of the identified students was gathered and reproduced in a source book which was sent to all post-secondary schools in Georgia and its contiguous states. Schools could use the source book to actively recruit the disadvantaged student. It was hoped that the knowledge of financial assistance available in addition to special counseling provided with Project FAIT funds would encourage the students to pursue a college education which they ordinarily would find beyond their reach.

This Regional Project Research study was funded by the Southeast Regional office of HEW to begin an examination of the graduated FAIT student.

Information on graduated students was gathered by the FAIT identifier. Of the 2777 graduated FAIT students, 1598 (57.5%) were reportedly enrolled in some type of post-secondary institution. A representative sample of FAIT students enrolled in post-secondary schools was drawn and a questionnaire sent to each. After intensive follow-up activities, usable responses were received from 41.4 percent of those sampled. White male FAIT students had the highest rate of return (56.7%).

Sex and race were related to whether a student continued his education beyond high school, i.e., the White FAIT students and the male FAIT students were more likely to attend. Attendance patterns differed by sex and race. More White FAIT students enrolled in public four-year colleges while a greater proportion of Black FAIT students enrolled in the private four-year college. The male was more likely to attend a public four-year college than the female. The Black FAIT student graduating from the larger high schools continued his education to a greater degree than the Black graduating from a small high school.

Fifty percent of the respondents had received one or more types of financial aid. Fifty-seven percent of the Blacks and 31 percent of the Whites reported difficulty in securing aid. Approximately half of the FAIT students hope to go to graduate school. Approximately 30 percent were employed while in school. The FAIT students seemed to have favorable attitudes toward their secondary and post-secondary institutions.

INTRODUCTION

The Georgia Talent Search Project FAIT (Find And Inform Talent) began in fiscal 1966 and has had as its primary objective the identification of academically able but financially needy students in the secondary schools of Georgia who had the potential to successfully benefit from post-secondary education but who would probably not attend a school without special assistance. At each Georgia high school, an institutional resource person (usually a guidance counselor) was asked to identify the students at his school who would fit in the above category. Project FAIT personnel subsequently informed the students and/or their counselors of the financial assistance available for higher education. Pertinent information on each of the identified students was gathered and reproduced in a source book which was sent to all post-secondary schools in Georgia and its contiguous states. Schools could use the source book to actively recruit the disadvantaged student. It was hoped that the knowledge of financial assistance available in addition to special counseling provided with Project FAIT funds would encourage the students to pursue a college education which they ordinarily would find beyond their reach.

Project FAIT was funded under Title IV of the Higher Education Act of 1965 from fiscal 1966 to June 30, 1970. During fiscal years 1966 and 1967, Project FAIT was able to identify disadvantaged students in only 128 of Georgia's 502 high schools because of limited funding. During the 1968 fiscal year, however, Project FAIT was sufficiently funded to make a statewide effort and succeeded in receiving identification data on students from 387 high schools.

Since research funds supporting follow-up activities were not permitted in Title IV grants, little was known about the FAIT student once he graduated from high school. This Regional Project Research Study was funded by the Southeast Regional office of HEW to begin an examination of the graduated FAIT student. The project was originally proposed and funded in September 1969 under Dr. John J. Sullivan, former Project FAIT Director. Dr. Gary C. Stock became principal investigator on February 1, 1970.

METHOD

General

Information on FAIT students who actually went on from high school to a post-secondary school was collected in two stages. It was first necessary to identify those FAIT students who had graduated from high school and had continued their education. It seemed logical that the best resource person for this information would be the FAIT identifier from each student's home high school. From the FAIT student master file, a list of graduated students by high school was developed and sent to each of the 178 Georgia high schools which had graduated FAIT students by June 1969. The FAIT identifiers were asked to indicate the post-secondary school each student was attending, if any, and to note any other relevant information which might be of value to the project. After the end of the second follow-up mailing, 128 (72%) of the identifiers had responded with the information requested. There did not appear to be any systematic

difference between those schools which responded and those which did not.

It was expected that the initial stage of the investigation would be successfully completed without much difficulty. The majority of the counselors involved in the follow-up of graduates had been financially rewarded for their FAIT efforts in previous years.

The information from the 128 high schools was used as the data base for the second stage of the study. Of the 2777 graduated students listed on the 128 returned forms, 1598 (57.5%) were reportedly enrolled in some type of post-secondary institution. A list by high school of post-secondary institutions attended by FAIT students was developed and used to draw a representative sample based upon the sex and race of the student, the location and size of the secondary school, and the type and size of the post-secondary institution. Because of the large number of secondary and post-secondary schools involved in the study, it was difficult to draw a sample from the data base which was precisely representative for each and every stratum (see Tables 1 and 2). Only 1512 of the 1598 FAIT students were specifically identified with a post-secondary institution by the high school counselor.

A data collection questionnaire (see Appendix A) developed for this project and approved by the Office of Education was sent to each student in the sample during the week of January 26, 1970. One month after the initial mailing, a follow-up questionnaire was sent to all non-respondents. A second follow-up mailing was conducted in late March.

Intensive follow-up activities were begun in late March. A substantial proportion of the funds for this was provided by the University of Georgia. The project's research assistant, a doctoral candidate and an experienced high school counselor, attempted to contact each student or each student's family by telephone or in person. A majority of the non-respondents' families was contacted; however, solicitation of the students' forwarding addresses were sometimes unsuccessful. The family sometimes did not know where the student was

TABLE 1

FAIT Students By Sex and Race Who Continued Their Education
(Data Base and Sample)

Sex and Race	Data Base		Sample	
	N	% of Total	N	% of Total
Male White	488	30.54	104	33.66
Female White	604	37.80	108	34.95
Male Black	177	11.08	35	11.33
Female Black	329	20.59	62	20.06
Total	1598	100.01	309	100.00

TABLE 2

Post-Secondary Institutions Attended By FAIT Students
(Data Base and Sample)

Type of Institution Attended	Data Base		Sample	
	N	% of Total	N	% of Total
Four-Year Colleges and Universities	1004	66.40	197	63.75
Two-Year Colleges and Universities	202	13.36	47	15.21
Vocational-Technical Schools and Proprietary Schools	161	10.65	27	8.74
Out-of-State Institutions	145	9.59	38	12.30
Total	1512	100.00	309	100.00

working or going to school other than "in New York City" or "in Atlanta." Twenty of the families contacted would not divulge any information whatsoever about their sons or daughters.

The majority of students contacted in person or by telephone seemed cooperative and stated that they would complete the form and return it. Less than half of the students contacted actually fulfilled this promise.

Data Analysis

Two basic questions were under examination in this study. One, do those FAIT students who continued their education differ from those who did not and two, what meaningful relationships existed between variables on those FAIT students who continued their education?

The FAIT student master file was updated with the post-secondary attendance information as it was received. This proved to be a monumental task since much of the basic data had previously been erased through an error by computer center personnel. After the file had been rebuilt, students who were attending or had attended post-secondary schools were compared with those who were not or had not been enrolled. The comparison by sex and race were conducted using simple frequency distributions and, when necessary, the chi square test of independence.

The data from the returned questionnaires were analyzed using simple frequency distributions and correlation analysis. Although the plan was to use a principle components factor analysis with a VARIMAX rotation to examine the questionnaire data, it was decided that the returned data did not warrant the time and expense involved since the relationships between variables were relatively uncomplicated.

The .05 level of significance was used with all statistical tests. All statistical test values reported in this study are significant.

RESULTS

A Comparison of FAIT Students Who Enrolled For Post-Secondary Education With Those Who Did Not Enroll

Approximately 58 percent of the FAIT students identified continued their education beyond secondary school. This is an impressive figure when viewed in the light of the Southern average which is about 38 percent according to the Southern Regional Education Board.

Data are presented in Tables 3 and 4 which depict the attendance patterns of the FAIT students. Sex and race were related to whether a student continued his education beyond high school, i.e., (1) a chi square value of 11.7482 for sex versus attendance, (2) a chi square value of 17.6553 for race versus attendance, and (3) a chi square of 26.8553 for sex and race versus attendance.

Attendance patterns differed by sex and by race (chi square of 41.6462 and 122.8594 respectively). The White FAIT student attended the public four-year college to a greater degree than did the Black (54.79% vs. 44.04%) while the more Blacks tended to enroll in the private four-year college (26.17% vs. 9.88%). A greater percentage of White FAIT students attended the two-year college than did the Black (11.13% vs. 4.25% for public two-year colleges and 5.75% vs. 1.27% for private two-year colleges). A larger percentage of Blacks enrolled in out-of-state institutions (12.34% vs. 8.34%) while more males than females attended out-of-state schools (11.11% vs. 8.50%). Females were more likely to attend the private four-year college than the males (16.78% vs. 12.38%) while the males were more likely to attend the private two-year college (5.23% vs. 3.74%).

The relationship between the size of the FAIT student's graduating class and whether he enrolled in post-secondary education was examined

TABLE 3

FAIT Students By Sex and Race Who Enrolled or Did Not Enroll in Post-Secondary Education

Sex and Race	Number Continuing Education	Number Not Continuing	Percent Continuing Education
Male White	488	278	63.71
Female White	604	437	58.02
Male Black	177	137	56.37
Female Black	329	327	50.15
Total	1598	1179	57.54

TABLE 4

Enrollment of FAIT Students By Sex and Race By Type of Post-Secondary Institution*

Type of Institution	Sex and Race: Male White	Female White	Male Black	Female Black	Row Total
Private Four-Year Colleges or Universities	36	67	42	81	226
Public Four-Year Colleges or Universities	260	311	72	135	778
Private Two-Year Colleges	32	28	1	5	66
Public Two-Year Colleges	55	61	6	14	136
Vocational-Technical Schools	21	33	16	31	101
Special Purpose Vocational	14	2			16
Proprietary Vocational-Technical Schools	4	31	1	8	44
Out-of-State Schools	46	41	24	34	145
Column Total	468	574	162	308	1512

*Specific institutional identification was available for 1512 of the 1598 students.

for each of the sub-populations. A relationship exists between the size of high school graduating class and attendance at a post-secondary school for the Black male and female (chi square of 21.5176 and 15.0998 respectively). The larger the high school class the more likely the Black student will continue his education upon graduation. Size of graduating class for the White FAIT student seemed of little importance when predicting post-secondary attendance.

Questionnaire Response

As is expected in most mailed survey research, inadequate response by those sampled poses severe problems for the investigator. A low response rate was expected in this survey because of the nature of the population--the students involved were principally from the lower socio-economic bracket. Research personnel directly or indirectly involved with this study felt that the percentage of response would be greater than it actually was. As previously mentioned, intensive follow-up activities were conducted in an attempt to insure an adequate response. By the completion of the follow-up activities, 46 percent had responded to the questionnaire--41.4 percent of which was usable.

As noted in Tables 5 and 6, the sample subgroups which had the highest response rate were the White males and those students attending four-year colleges and universities. The subgroups which had the poorest response rates were the Black males and those students who attended vocational-technical and proprietary schools.

TABLE 5

Questionnaire Return by Sex and Race

Sex and Race	Number Sent	Number Returned	Percent Response
Male White	97	55	56.70
Female White	104	38	36.53
Male Black	46	12	26.08
Female Black	62	23	37.09
Total	309	128	41.42

TABLE 6

Questionnaire Return by Type of Institution

Type of Institution	Number Sent	Number Returned	Percent Response
Four-Year Colleges and Universities	197	90	45.68
Two-Year Colleges	47	18	38.29
Vocational-Technical and Proprietary	27	8	29.62
Out-of-State Schools	38	12	31.57
Total	309	128	41.42

The relatively low response rate may be due to a number of factors which include (1) the high mobility of some of the lower socioeconomic families involved, (2) the fact that some students seemed completely unaware of Project FAIT and felt no need for cooperation, (3) the current wave of student unrest centering around the disclosure of personal information, and (4) the inappropriate classification by FAIT identifiers of some students as "able but needy." The last factor mentioned needs some elaboration. The FAIT identifiers at each high school were asked to indicate students who would be able to benefit from post-secondary experiences but would probably not be able to attend because of financial limitations. Many of these identifiers were

financially reimbursed for their efforts in direct proportion to the number of FAIT students identified. The payment per name listed may have encouraged some of the identifiers to include students who were on the borderline of the selection criteria. From questionnaire responses, telephone conversations, and letters received by the investigator, it seems that some students were inappropriately classified as FAIT students. Several letters were received from the parents of FAIT students which indicated that they were upset about the implication that financial assistance was needed to send their child to college. One might say that this type of response would be expected from a parent with an inordinate sense of pride; however, three of the parents who wrote indicated that their family incomes were in excess of $20,000.

It was proposed that this project investigate the scholastic successes and academic backgrounds of those FAIT students in the sample. This was not feasible because an insufficient number of students, either through an oversight or purposive neglect, signed the information release.

Analysis of Questionnaire Data

The questionnaire responses were analyzed and are reported in this section by topic.

Financial aid. Of the 128 students who returned usable questionnaires, 64 (50%) had received one or more types of financial aid. Data on the financial aid received by FAIT students sampled are presented in Tables 7 and 8. A larger percentage of Blacks received Guaranteed Loans, Opportunity Grants, student loans, and Work-Study than did the Whites. One possible reason for this greater percentage is that 40 percent of the families of Black FAIT students had incomes under $4000 while only 28 percent of the Whites fell in this category. Thirty-two percent of the White FAIT students reported family incomes in excess of $9000 while only six percent of the Blacks so indicated.

Certainly a greater percentage of FAIT students should have received financial aid. Students were asked to comment about any difficulties they had while seeking aid. Their responses are presented verbatim in

TABLE 7

Financial Aid Obtained by the FAIT Students Sampled

Type of Aid	Number Receiving This Type Aid	Percent of Responses	Amount of Aid	
			Mean	S.D.
Guaranteed Loans	9	7.03	784.00	663.90
Opportunity Grants	32	25.00	641.53	385.66
Student Loans	26	20.31	555.82	382.97
Work-Study	21	16.41	527.54	650.50
State of Georgia	27	21.09	559.34	398.49

TABLE 8

Financial Aid Receipt By Sex and By Race

Type of Aid	Percent Male	Percent Female	Percent White	Percent Black
Guaranteed Loans	8.96	4.92	5.38	11.43
Opportunity Grants	19.40	31.15	20.43	37.14
Student Loans	20.90	19.67	16.13	31.43
Work-Study	11.94	21.31	7.53	40.00
State of Georgia	17.91	24.59	23.66	14.29

Appendix B. Fifty-seven percent of the Blacks and 31 percent of the Whites reported having difficulty. After talking with FAIT students and reading their comments, it appears that many were stymied by the "red tape" involved in applying for financial aid and/or had difficulty completing the Parents' Confidential Statement.

Miles from home to post-secondary institution. The permanent residence of the average FAIT student was 68.7 miles from their school. Thirty-eight percent of the Whites and 54 percent of the Blacks lived within 20 miles of their post-secondary institution. The same was true for 46 percent of the females and 39 percent of the males. Of the students enrolled in schools more than 100 miles from home, 29 percent were Black and 28 percent were White (25% female and 31% male).

Father's and mother's occupation. Forty-one percent of the White students' fathers were employed in semi-skilled or unskilled occupations as compared with 77 percent of the Blacks'. Fifty-seven percent of the mothers of White FAIT students were employed with 32 percent of their jobs classified as semi-skilled or unskilled. Seventy-two percent of the Black mothers were employed, 83 percent of whom were working in semi-skilled or unskilled occupations.

Graduate school. Approximately half of the Blacks (49%) and Whites (51%) stated that they hoped to go to graduate school. When asked at which school they planned to study, 97 percent of the Whites and 73 percent of the Blacks mentioned public universities. Sixty-five percent of the males and 51 percent of the females plan to continue their education in graduate school--97 percent of the males and 79 percent of the females considering public institutions.

Employment while in school. Thirty percent of the White FAIT students and 29 percent of the Blacks were employed while in school (33% male and 26% female). Of those students employed, 72 percent of the Whites and 90 percent of the Blacks earned less than $60 per week (72% of the males and 82% of the females earned less than $60 per week).

Family aid. An equal proportion (13%) of Black and White FAIT students gave some of their earnings to their families. Fifteen percent of the males and 11 percent of the females sent money home.

Extracurricular activities. The students sampled were asked to list the extracurricular activities in which they were involved. More than half of the students participated in some type of activity. Forty-three percent of the Whites and 40 percent of the Blacks did not participate. Females were more likely to become involved than males (66% and 51% respectively). When activities were analyzed by type, no differences in frequency by kind of activity existed between Blacks or Whites. Males, however, engaged in sports-related events to a greater degree than females (24% vs. 5%) while the females engaged in school-related clubs and community action programs to a greater degree than the males (32% vs. 26% and 12% vs. 6%, respectively). One third of the females were involved in three or more activities while only 7 percent of the males were so involved.

Student ratings. FAIT students were asked to rate various aspects of their high school and post-secondary school on a one to ten scale (one is excellent and ten is poor). The means and standard deviations for each of the items rated are presented in Table 9. Responses were categorized by sex and by race and are reported in Table 10. The intercorrelation matrix is presented in Table 11.

TABLE 9

Means and Standard Deviations of Student Ratings of Secondary and Post-Secondary Institutions

Item	Mean	S.D.
High School Academic Training	3.641	1.931
High School Counseling	4.484	2.686
Your Present Academic Training	2.812	1.724
Your Present Advisor	4.023	2.771
Your Present Instructors and Professors	3.070	1.762
Your Present School in General	3.391	2.142
Your Present Financial Aids Officer	3.164	2.822
The Student Body of Your Present School	4.234	2.402

TABLE 10

Student Ratings By Sex and By Race of Secondary and Post-Secondary Institutions

Item	Percent Responding 1, 2, or 3 (Excellent to Good)				Percent Responding 8, 9 or 10 (Fair to Poor)			
	Male	Female	White	Black	Male	Female	White	Black
High School Academic Training	49	59	53	57	9	10	5	0
High School Counseling	45	41	40	51	19	21	20	20
Your Present Academic Training	69	80	70	86	4	7	4	3
Your Present Advisor	58	52	55	57	16	10	14	11
Your Present Instructors	57	66	57	71	6	10	2	6
Your Present School in General	46	48	59	71	9	7	8	6
The Present Financial Aids Officer	70	69	72	63	12	8	11	9
The Student Body of Your Present School	34	46	44	43	10	18	11	23

TABLE 11

Intercorrelation Matrix of Student Ratings of Secondary and Post-Secondary Institutions*

	H.S. Coun	Acad. Trn	Adv	Instr	Sch	FAO	Student Body
H.S. Acad. Training	354	420	456	304	219	-022	290
H.S. Counseling		209	384	384	242	195	181
Present Acad. Training			461	551	513	158	440
Present Advisor				559	402	145	397
Present Instructors					639	222	439
Present School						295	622
Fin. Aid Officer							087

*Decimals omitted. Underlined correlations significant at the .05 level.

The FAIT students sampled seemed to have a good opinion of their secondary and post-secondary institutions. Black students tended to perceive the items being rated in a more positive light than did the Whites with the exception of the item concerning financial aids officers.

Comments. Students were asked to respond to the following questions: (1) "What suggestions do you have to help the able but needy student better adjust to post-secondary education?" and (2) "What happenings or occurrences should other able but needy students be made aware of so that their post-secondary schooling might be more meaningful and pleasant?" Student comments on these items are found verbatim in Appendix B. Many of the students offered sound advice. These comments could be the most important single aspect of this study. Perhaps students in need of counseling before attending a post-secondary institution could benefit from the comments. They could prove to be a valuable aid to the high school counselor when working with students similar in makeup to the FAIT student.

CONCLUSIONS

1. The majority of Project FAIT students were successful in enrolling at post-secondary schools. Over 57 percent of the identified "able but needy" students continued with their education after high school. It should be emphasized that these students had been classified as not likely to attend college.

2. Project FAIT students had difficulty applying for financial aid because of "red tape" and complicated financial report forms.

3. Project FAIT students were moderately successful in acquiring financial aid. Fifty percent of the FAIT students sampled had received financial aid.

4. Project FAIT students seemed quite satisfied with their present post-secondary schools.

5. The White FAIT student was more likely to enroll for post-secondary education than the Black.

6. Male FAIT students were more likely to enroll for post-secondary education than the females.

7. The Black FAIT students from the larger high schools were more likely to continue their education than those from the smaller schools.

8. Attendance patterns differed by sex and by race.

RECOMMENDATIONS

1. It is recommended that the verbatim responses by the FAIT students reported in Appendix B be edited and distributed to high school counselors for use with college-bound students.

2. It is recommended that a confidential financial statement be designed which may be easily completed by the lesser educated.

3. It is recommended that intensive financial counseling by high school personnel of potential post-secondary students be more actively encouraged to insure that students understand the steps necessary to apply for financial aid.

4. It is recommended that the next research project directed to this type of student avoid the words "able but needy." In a few cases, this choice of terms caused undue hostility towards the project.

APPENDIX A

THE UNIVERSITY OF GEORGIA
ATHENS, GEORGIA 30601

INSTITUTE OF HIGHER EDUCATION
PROJECT FAIT

AREA CODE 404
TELEPHONE 542-3464

Dear FAIT Student,

During the time Project FAIT was identifying able but financially needy students, you were so identified and can now help other students if you will both answer the enclosed questionnaire and give permission that your academic and financial aid records be made available to make this study more meaningful. At no time will your name or any other identifiable data be presented and your records will be held in the strictest confidence. If this meets with your approval, please sign and return the permission slips and the questionnaire in the enclosed envelopes.

As your answers to the questionnaire will aid other able but needy students in their post-secondary school undertakings, any additional comments which you wish to make will be greatly appreciated.

Sincerely yours,

John J. Sullivan

Dr. John J. Sullivan
Project FAIT Supervisor

JJS:skb

Enclosure

DATE _____

TO WHOM IT MAY CONCERN:

I HAVE GIVEN DR. JOHN J. SULLIVAN, PROJECT FAIT SUPERVISOR, PERMISSION TO BE SENT ANY HIGH SCHOOL OR POST-SECONDARY SCHOOL ACADEMIC AND/OR FINANCIAL AID DATA WHICH IS PERTINENT TO HIS STUDY ON THE FAIT STUDENTS.

_____
SIGNATURE OF STUDENT

FAIT NO. _____
(Please leave blank)

FAIT STUDENT QUESTIONNAIRE

NAME _____ Today's Date _____

Institution you are now attending _____

PLEASE CIRCLE THE APPROPRIATE ANSWER:

1. Sex

   1. Male
   2. Female

2. Age

   1. Under 17
   2. 17
   3. 18
   4. 19
   5. 20
   6. 21
   7. 22
   8. Over 22

3. Race

   1. White
   2. Black
   3. Puerto Rican
   4. Mexican American
   5. Indian
   6. Other

4. Marital Status

   1. Single
   2. Married
   3. Separated
   4. Divorced
   5. Other

5. If married, my spouse

   1. also goes to school
   2. works
   3. is a homemaker
   4. works and goes to school

6. Year in school

   1. Freshman
   2. Sophomore
   3. Junior
   4. Senior

7. I am a

   1. resident student
   2. commuting student

8. I am attending school

   1. Full-time
   2. Part-time

9. This institution is on the

   1. semester system
   2. quarter system

10. Number of hours for which I am currently employed.

    1. Less than 5
    2. 5-6
    3. 7-8
    4. 9-10
    5. 11-12
    6. 13-14
    7. 15-16
    8. 17-18
    9. Over 18

11. In how many institutions of higher education have you enrolled since high school graduation (including your present institution)?

    1. 1
    2. 2
    3. 3
    4. 4
    5. 5 or more

12. To get to school, I

    1. use my own car
    2. use family car
    3. ride in a car pool
    4. use public transportation
    5. walk

13. My parents total income (Family Income) before taxes is

    1. Less than $2000
    2. $2000 - $3000
    3. $3100 - $4000
    4. $4100 - $5000
    5. $5100 - $6000
    6. $6100 - $7000
    7. $7100 - $8000
    8. $8100 - $9000
    9. $9100 - $10000
    10. Over $10000

16

Please provide the information requested below by PRINTING on the appropriate blank.

14. What is the distance (in miles) from your permanent residence to the institution which you are now attending?

_____ miles

15. What is (was, if deceased) your father's and mother's occupation?

Father's occupation is _____

Mother's occupation is _____

16. In what course, major, or program of study are your presently enrolled?

_____

17. When do you expect to graduate or complete your training?

Month_____ Year _____

18. If you plan to enter graduate school or continue with more training upon completing your present schooling, at what school and in what program do you plan to continue?

School _____

Program _____

19. What are your academic quarter or semester expenses for these items?

1. Tuition	_____
2. Other fees	_____
3. Housing	_____
4. Meals	_____
5. Books	_____
6. Clothing	_____
7. Transportation	_____
8. Other	_____
9. Other	_____
TOTAL	_____

20. How much and for how long have you received any Federal financial aid?

	Total Amount	For How Many Years?
1. Guaranteed Loans	_____	_____
2. Opportunity Grants	_____	_____
3. Student Loans	_____	_____
4. Work-Study	_____	_____

21. If you have received any State of Georgia Financial Aid, please list the kind and amount.

Type of Financial Aid	Total Amount	For How Many Years?
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____

22. If employed, what is (are) your position(s) and what are your approximate weekly earnings?

Position	Average Weekly Salary
1. _____	_____
2. _____	_____
3. _____	_____

23. If you are married and your spouse works, how much does (he, she) earn per week?

Position _____ Salary _____

24. Do you send or apply any of your finances to your family? Yes _____ No _____
If so, approximately how much and how often do you aid them?
Amount _____ Frequency _____

25. In what extra curricular activites (religious organizations, social groups, athletics etc.) are you engaged?

1. _____ 3. _____

2. _____ 4. _____

26. Please rate the following by circling the appropriate response (1 is best or highest, 10 is the worst or lowest).

	Excellent									Poor
High School Academic Training	1	2	3	4	5	6	7	8	9	10
High School Counseling	1	2	3	4	5	6	7	8	9	10
Your Present Academic Training	1	2	3	4	5	6	7	8	9	10
Your Present Advisor	1	2	3	4	5	6	7	8	9	10
Your Present Instructors or Professors	1	2	3	4	5	6	7	8	9	10
Your Present School in General	1	2	3	4	5	6	7	8	9	10
Your Present Financial Aids Officer	1	2	3	4	5	6	7	8	9	10
The Student Body of Your Present School	1	2	3	4	5	6	7	8	9	10

PLEASE COMMENT ON THE FOLLOWING:

27. Did you encounter any difficulties while seeking financial aid? If so, explain them and suggest how they might have been avoided.

28. What suggestions do you have to help the able but needy student better adjust to post-secondary education?

29. What happenings or occurences should other able but needy students be made aware of so that their post-secondary schooling might be more meaningful and pleasant?

30. Additional Comments. (Please use reverse side of this sheet if needed).

27. DID YOU ENCOUNTER ANY DIFFICULTIES WHILE SEEKING FINANCIAL AID? IF SO, EXPLAIN THEM AND SUGGEST HOW THEY MIGHT HAVE BEEN AVOIDED.

_____College, just as any other institution, has a limited amount of financial aid. Therefore, I have not received any.

I did not have too much difficulty when I first sought financial aid. I received six scholarship offers but a large part of each of them was in the form of loans. I was not aware of most of the state grants which I could have applied for to supplement or replace the loans.

The problem that I have is having an overall average of C. I have this and when I applied for a loan the people tell you that you have to have a C average. I have this and then they write me and tell it has to be C+. I suppose that if I hadn't transferred from 2 private colleges to a public one, it wouldn't have happened.

Yes, too much red tape.

Yes. Mainly a lack of information about available aid. Also, the waiting on a long list for school employment (job) to help myself financially. I don't know how these can be avoided unless the student interested asks questions diligently enough till he gets an answer.

I did not seek financial aid because my father finally agreed to pay my way through, which he is now doing.

Yes there were difficulties in getting financial aid. There are so many students seeking aid until the majority are left out because there is not enough to complete the circle.

I didn't encounter any difficulties because the bank where I borrowed my money was in my home town, and my family banked here. The president of the bank was very glad to help.

Yes, parents salary too high.

The questionnaire for the scholarship had no place to direct answers when the parents are divorced. Therefore, my high school counselor wrote a letter.

Very long and drawn out; I was held in suspense as to whether I could go to school as I had to have financial aid.

The difficulties were as follows:
1. The approval of the loan took too long.
2. Not enough for the condition my family is in.

There seems to be no central place where you can find out about all kinds of aid. Here at _____, the idea is if you ask enough you may get aid, but money just isn't that widely distributed. There is also quite a procedure and delay in obtaining loans.

Yeah, I didn't get any.

Applied too late and had parents confidential statement mailed too late and was unable to receive any aid. Apply early.

My father makes more than my mother, but works away from home, making it impossible for him to contribute much toward my education. This made it seem I had access to more money than I actually did, closing many grants and loans to me. Lack of counseling also.

I encounter one difficulty. This was the filling out of the Parents' Confidential Statement. This difficulty may be avoided by making sure you have your confidential statement filled out correctly.

I had difficulties seeking financial aid because of the tardiness of my application and my failure to do so in some cases.

Did not really seek any, although needed--received my scholarship through top performance in the local Junior Achievement program and would not know where to seek financial aid so am not qualified to make any suggestions concerning this.

It was taken for granted. I wished to enroll on the work-study program. I suggest that the perceptive student specify the program he wishes.

I've only been on the work-study program for one-month - total earning $31.20, never received any other financial aid.

The student should seek financial aid long before he enters college. He should get all details.

I have not sought any financial aid except a ROTC scholarship which I am presently trying to get.

I wanted to apply for financial aid, but my father's income at the time was too high. What the people didn't know was that his expenses surpassed his income.

Yes. My parents are presently sending me to school. No one else helps me out at all. I truly need help. Can you, please?

I tried to get a loan from the G.H.E.A.C., but I never received any word from the corporation.

I had difficulty in contacting the Director of Student Aid on several occasions. The possibilities of getting a job were not the greatest. One needs to apply <u>early</u>.

My financial aid at _____ is in the form of an athletic scholarship.

Yes, I did and they probably could have been avoided if I had scored higher on the SAT test.

None. My seventeen-year old brother will need help next year. He is planning to go to college also.

Yes. I had to wait for my parents confidential statement to be returned to the deans office. The form may have been returned earlier if I had sent it in earlier.

Not really--only time involved getting certification of the loan.

I could get financial aid.

The only aid I receive is a $300 a year orchestra grant. Given by the school for me to perform with the orchestra.

Due to the fact that scholarships and grants are limited I have not as yet received any. However, I am hopeful.

I applied for financial aid before entering college. I was turned down on basis of college board scores and school grades thought I had excellent recommendations. Had to re-apply after maintaining a 3.0 my freshman year. Standardized tests do not tell the whole story!

Was informed by officials at _____ that no more aid for freshman was available this school year. No information given at high school level.

I encountered no difficulty in obtaining financial aid. Everyone was extremely eager to help me.

None other than very thorough explanation.

Yes. I was rejected because my mother is a teacher and thereby thought of as making too much money.

I didn't really encounter any difficulties but it was a complicated procedure because I had much difficulty in filling out the necessary forms, etc.

Didn't try any financial aid because I did not know where to go.

No. I think all procedures were carried out in best ways possible, and the replies were fairly soon enough.

Great delay in response to request for aid.

Yes. Certain loan institutions would only grant loan if you are a resident of a certain area. Loan should be made available to any needy student regardless.

The most difficult part in my search for financial aid was in finding out what aid was available to me. I had trouble in no other way.

I have no financial aid. For the present, I don't need any aid because the college is located near me. But when I transfer to a senior college I will need aid. I won't be able to stay at home or maintain a job.

Yes. Because my father's gross yearly salary is approximately $10,000 I was considered to be ineligible for most financial aid on the basis of need.

I had difficulty in getting my PCS results sent to the colleges. I had to pay twice.

Yes. When I graduated I got absolutely no financial aid althought I had applied and was involved in the FAIT program. They did nothing to help me. I had extremely good grades in high school (4.0 average), and felt that I deserved some aid since my parents were having some financial difficulty in sending me to _____.

While seeking financial aid I did not encounter any difficulties.

I did not receive financial aid because of the shortage in money. I would like very much to receive financial aid and need financial aid to continue my education.

Yes. The parents' confidential statement got misplaced and the scholarship committee would not okay the scholarship without it. The student should start early in applying for the financial assistance.

I do not receive any financial aid other than that from jobs which I have found myself or in the case of my rental business, instigated myself.

No, I did not have any difficulties seeking financial aid.

Yes--lack of information on what to do--should have had a good counselor.

While at college I received no financial aid, because with the use of a PCS, they computed no present financial need.

Yes, I did encounter difficulties in trying to get financial aid for both my freshman and sophomore years. I don't know how they could have been avoided because I will probably encounter these same difficulties next year.

No, because I have been paying for my own education.

No, savings, endowments, stocks, bonds, etc. should be listed as students own assets unless the student has planned to use these for college expenses. Such listings lower the amount of financial aid offered.

My parents' income was such that I would not need financial aid. However, they were not willing to use it for my going to college in another city.

I feel that the present Financial Aid Officer is incompetent.

I have never applied for or received any financial aid. My parents are more than financially able to pay for my education.

There was a lack of information on my part as to the different kinds of financial aid available.

Yes, I obtained a two-year scholarship after some difficulty because of my present school budget.

Yes, I filed my application late.

I was late in making applications for aid although I had inquired about aid.

Yes. Because of my parents' occupations, the school felt I needed no financial aid which I felt could have been avoided by their realizing that their prices for education rise tremendously each year.

28. WHAT SUGGESTIONS DO YOU HAVE TO HELP THE ABLE BUT NEEDY STUDENT BETTER ADJUST TO POST-SECONDARY EDUCATION?

Forget all of one's high school teaching system and prepare oneself to a totally different environment, mentally and physically. If you apply yourself and master the transition, everything is a lot smoother.

I would suggest that he ready himself for a rather hard encounter. He has to realize that he is different. He has to work and seek help. Also he has to study much harder than he ordinarily would.

I suggest that the student fully utilize each opportunity he receives to further his education. He should apply himself diligently to his studies but at the same time, do not neglect his social life. He should engage openly in the activities and groups formed at his school.

By setting up other programs other than lending institutions, for example, while a student is still in high school, scout for the bright students that are able but not financially, for open admission or free admissions just temporary and if they make good grades maintaining financial help would be easier to get.

Come with an attitude of wanting to learn and study as much as you can.

Save money while in high school.

Try to discipline yourself in your studies now so that you will get the most out of your studies in college. Determine now to complete your education. Do all you can to help yourself financially--you'll appreciate it now.

I would suggest that better facilities be employed, more persons teaching in their particular field, more ideas and suggestions be accepted from students.

There is one thing that clearly stands out and that is don't ever get behind, but stay up with your studies everyday. Of course the school warned the students too, but once behind it is difficult to make it through a course.

Through financial aid.

Allow students residing at the school to work at a post outside the school (_____ wouldn't allow this). Not require PE for students who absolutely have to work.

Enter an institution with your main purpose being that of working hard and trying to get a good education.

The new college student should realize that college is not that much harder or that much different from high school.

The only suggestion is after a student has been accepted invite the student to come on the campus for a week-end to get acquainted.

Try all possibilities toward getting aid obviously there will be some string attached to any aid. For many people it would have been better if they had examined the string before they found themselves hanged on it. It is a shame though if a good mind should be cheated of an education.

Don't let the early failures get you down. Keep on trying hard. Budget your time and stay up to date. Start out each quarter real strong.

Set long-range goals and remember that your present sacrifices for attaining an education will be of the utmost help in your future endeavore.

Take it easy and not worry about money. Borrow the money and if you get a good education you will be able to get a good job and pay off the loan very easily.

Get in touch with someone who can and will help get scholarship and loans. Also start early before all the available money is used up.

Go to work on 2nd shift.

If a student had a better prepared teacher, he can adjust better to post-secondary education.

I suggest that they come into it with determination that they will make it no matter what the challenge.

Work and study hard.

Expect and prepare to do a great amount of reading, use the library, take part in intra-murals.

The student should attempt to be outgoing, interested, and involved with his peers.

More money.

There are no set formulas but it would be worthwhile to talk to someone who is in college or has been to college.

Develop good study habits. Work out budget before entering.

Get all you can in high school. College is not easy.

Try to have some knowledge of what the college of your choice will be like before you come to it.

First of all, if a student is needy, in all likelihood he can find a part-time job on or off campus. In addition to this, I believe there should be some program through which a needy student can supplement this income. If this student was a willing high school student he should have no problems.

Study very hard.

Consult a high school counselor and do what he says.

Be open minded and be prepared to work.

One must realize his responsibilities and opportunities and approach them wisely.

Try to do as much as possible academically and finances will hopefully make themselves presentable.

Don't live at home if possible. Take easy courses the first quarter. Hope for a high draft.

Look around and see how badly you need further, higher, better education. Then go after it.

Try not to work part time during the first quarter of semester of school. It takes up too much time.

Don't worry about situation. Every school has some financial aid.

One must study and be willing to stick it out.

Be prepared to study.

Accept the difference between high school and college immediately.

Not get a job during school; talk a lot to advisors, students, etc. about problems; explore all academic fields and find out about good professors, etc.

We have to do better than others in order to be recognized, so that we may get the help we need, financially.

Do not stay away from school a year for you will have lost your study habits. These are assets in post-secondary schools because the individual is on his own.

Go to college with an open mind. Be ready to accept people that believe differently. Don't get upset if your own ideas and values change. Just because you have financial aid, don't think people will look down on you because other people are worse off than yourself.

Start looking for outside aid. Don't depend on scholarship through school chanels. Get a summer job and save their money.

Don't let your situation throw you off balance. Do what you possibly can but don't worry excessively over things beyond your scope.

Apply early for aid.

Submit applications to all possible sources available.

I think the most important fact is to have confidence in yourself and tell yourself that you can make it if you try hard enough.

Take advantage of things offered to help them further their education.

The most important thing to remember in this respect is to always keep an optimistic eye because there will, no doubt about it, be some dark moments, but just around that darkest corner the light of hope, hapiness, and fortune beams.

Help him create educational values which he may not already possess.

Allow students who live on campus to work off campus.

Exert tremendous personal effort in secondary training.

The able but needy students, like any other student, must first realize the importance of an education and decide that this is what they really want out of life. After making this decision, they should settle into a schedule of hard studying.

The suggestion I have to help the able but needy student adjust to college is for them to have a well planned budget and stable mind so that they will be willing to do college work. I think they should visit the college of their choice to see if they really like it. They shouldn't let their teacher or anyone else place them in a college.

Try to stay abreast of all areas of your studies and never get so far behind that you don't understand new material as it is presented. Instead of worrying about failure, work so that you will not have to face it.

Try to have some extra money saved in case your aid doesn't come through on time. Be prepared to put in a lot of study time and not too much work time.

Simply be attending summer school, if possible, before the fall quarter begains, so that the student may get accustomed to longer class periods and develop efficient study habits.

Try to receive financial aid by applying to loans, grants, and work-study.

Better preparations in high school should be made. High school programs are too easy.

Plan a budget and stick to it. Use the money wisely.

Study.

I suggest that they except instruction and advice.

Each student individually will have to get involved and is willing to give their time and determination to achieving this goal of adjusting to post-secondary education.

Do not feel that since they do not have money that they can not join clubs. Encourage them to take part in things and make friends because away from home they mean a great deal.

Give more financial aid so the student will have more funds to stand on himself.

1. Don't develop ulcers over finances. Do your best to keep an accurate up-to-date account of your finances, but don't let money worries drag your health or your all-important average down.
2. Don't develop an inferiority complex over social status. It's easy to do, but if you go to the right college it becomes irrelevant.

Attend college where more people are on his financial level.

See that he has the money to go to school and not have to work all his time away.

If you can get in school then adjusting is the next most important problem. If he concentrates on getting an education he won't have to worry about adjusting much.

Help finance education by giving them the opportunity to go to school without restrictions on scholarships, except to maintain at least a "C" average.

Develop good study habits as soon as possible. Remember your goals and work toward them daily.

They need an advisor who is interested in helping to solve the student's problems.

Seek help early in high school.

Make use of the guidance service provided by the school.

Study each night; do not let assignments accumulate.

The best thing to do is to set up a study time schedule that has been adjusted to your classes.

I advise them not to pass up mail that seems unimportant because I made the mistake of throwing a letter that was very important. It wasn't until someone informed me of the State Vocational Rehabilitation Office Scholarship program that I had time to rectify my mistake just in time.

29. WHAT HAPPENINGS OR OCCURENCES SHOULD OTHER ABLE BUT NEEDY STUDENTS BE MADE AWARE OF SO THAT THEIR POST-SECONDARY SCHOOLING MIGHT BE MORE MEANINGFUL AND PLEASANT?

Any student should strive to make a success of him/herself. They should be able to identify themselves, think for themselves and above all contribute to their future goal. The student must understand his purpose in life. The purpose must be one of his own choice and interest.

Probably the most important occurance a student should keep himself aware of nowadays is the integration of schools, colleges as well as high schools. With this mixing, there is sure to arise more problems and demands by both sides, the enactment of more mixed school curriculums, and perhaps the greatest advance schools of this country can make in troubled times as we are living today.

Most of the time the needy student isn't able to participate in activities on campus because it usually calls for money. I think the faculty of the institution should see that there are clubs or organizations that don't call large sums of joining fees. Also I don't think that so much emphasis should be placed on the honor system. I think each student should be encouraged to do their best. Most of the time the needy students have many emotional problems and this sometimes causes a student to just try to pass and that's all. I think there should be a closer student-faculty relationship.

There is an after-high school drop in academic achievement that generally occurs. Do not be alarmed even if you have studied exceptionally hard. Do not become so worried about the grades that you forget healthy habits like eating and sleeping sufficiently. Do not, at the same time, go to the other extreme of making college life one big social event. Take your education and investment seriously to gain all you can from it. Take time to plan your courses and program of study carefully with your advisor during the school terms to insure yourself of getting only the courses that will help you toward your particular degree.

The emphasis of the future should be stressed to its fullest capacity.

I suggest that they should study each subject every day and to spend more time discussing the subject between or with other students. It is also very helpful to be able to talk and discuss on a good level with the instructor.

Type of surroundings (social conditions: clothes & such).

That receiving financial aid is not a handout but an honor as the program officers have enough faith in your ability to invest in it.

The able but needy student should realize that there are thousands of students who receive financial aid. He should realize that he has just as good a chance of passing as anyone else.

Pick an institution which will challenge you. Don't pick one which will force your social life down the drain. Don't be discouraged at first, just see it as a challenge. Get out in the world and find out what learning is on all levels.

Learn all the latest dances. Attend most of the affairs on campus or campus sponsor affairs.

Do as well as you can your first quarter because if you really blow it with a real low point average, you'll spend the rest of the four years pulling it up just to graduate and still not be good enough to go to graduate school even though you might have matured enough to care more then.

The learning process envolves much more than classroom study. College offers excellent opportunities for communicating with fellow students, and by doing so one can increase his knowledge tremendously.

Not being able to do all you want to because of occurences. Having to give up luxuries and conserve finances. Doing poorly in school first quarter or semester because it is an adjustment period.

Study more than you think you should, generally.

Students should be made aware of all available types of help. They should know about school jobs and all loans that are available to such students. Knowledge of student activities of all sorts should be stressed more. The wide variety of activities should be made known.

Friends.

They should be made aware of the advantages that a post-secondary schooling offer. Most colleges should have a recruiting system, so that students will know what to expect from their school.

The expense of getting a higher education and the seriousness of it.

The intra-murals and practice games one can feel a part of the group.

The student should realize that he is going to have to rely upon himself almost completely. Therefore, he must learn to discipline himself in studying and in his behavior.

You must find some area that you really enjoy. To me enjoying a subject is the way to make a good grade. I like to make money also, but I would rather be happy with my field of study. This is the best way to succeed.

They should do their best in high school.

I think that any student who needs to do very much extra work during school quarters outside of working full time during the summer which will pay about 2/3 of college expenses should plan to go to school for five years instead of the regular four years. This way he can handle it with much better results and not be under such a heavy strain.

Work after school and in the summer so that you can help your parents out. Also, study hard.

Find out what the college has to offer you in your major or program of study for the future.

The able but needy students should be made aware of the fact that competition is much more intense in post-secondary schools. This, however, should be stimulating to most students. If this is not, then the student will probably flounder.

A student on the work study program will have to budget his time carefully in order to fit all his activities in.

If you don't go Greek, try to live off campus, but not as a commuter at home. _____ is an unfriendly school unless you take the first step. Try to find some type of organization and get into it. Some girls are just out to get married--watch out. Talk to upperclassmen and find out which instructors to and not get.

Harder work in high school. Learn how to study. I learned this in first quarter of college.

Learn to study in high school and be willing to work.

If one makes himself a part of both social and academic activities, then school is made more meaningful and pleasant for him.

That there are academic advisors to assist the student to adjust.

Political and social groups on campus (not frat.) tend to close and seclude students and become involved with other people. Also groups within the persons major department such as art students league, political science union, etc.

They should be made aware of the fact that many sacrifices must be made on the part of needy students.

You will meet a great deal of discrimination from fellow students. You will have to be able to cope with this. Your whole being will count on this. Your soul purpose is to learn, to realize your full potential. There are obstacles. Prejudice is not only a word, it is a way of life, a learned behavior being greatly practiced in an integrated school. Watch out for it.

College has its advantages and disadvantages. Many new friends will be made and it is easy to become to dislike former friends.

They should know where to go for help when it is needed. And not hesitate to ask for advice from any <u>knowledgable</u> source.

Keep up to date on all financial aid which becomes available. As you progress in your education more opportunities become available.

Work hard to maintain an average grade point.

By giving help in any possible way.

1. They should be made aware of the fact that things cannot always go their way.
2. They should try harder to get along with others.
3. They should learn to share with others.

The most helpful thing for students today is that they become as well read as they possibly can; not only with the things that happen in his neighborhood and state, but equally important, world events.

They should be aware that persons really care and they should make the best of the educational opportunities granted as a result of a person's care and financial aid.

Receiving financial aid is an honor not a stigma of indebtedness. It is an honor to be acknowledged as an able student.

They should be made aware that college itself is a "happening". Here is the chance to meet people from all walks of life. Here is the chance to gain not only knowledge from books, but also knowledge of life in its truest sense. College is the true "growing up" stage.

The graduates should know the activities around the college campus and which one would he or she like to participate in the most. They should be made aware that college isn't all books and no pleasure. College is what you make it. It could be fun and it could be a depress to an individual.

Look for an area in which you are interested. Don't stay with a field simply because you started in it if you have little or nor motivation in that direction. If possible, early in your college career take elective courses in various academic areas and find something you are truly interested in and pursue it eagerly. Otherwise, your college years and future career will at best be disappointing.

One should arrange his work and study program so that he can get plenty of rest and also take part in the activities such as dances and ballgames that go on at the college. In this way he can become more a part of the college.

1. The better income one can make. 2. Better assured of a job.

Study more in high school so that college won't be quite as hard.

They should learn to adjust to being away from home, away from relatives, and they should learn to get along with all different personalities.

Will have to study.

I think that they should be given more information about work credit and work study.

1. Develop a habit for reading and when you have a great deal of reading assignments you will not become so bored.
2. Take advantage of all educational material that you can for it will help you in the future.

Take advantage of all learning and leisure facilities. Most of these come under the regular fee for the student so that he or she does not have to pay later. The first quarter is the hardest and any student should not become discouraged because this is a great adjustment period. If a student makes bad, he should not feel discouraged but keep trying. Things improve.

Be aware of the fact that your grades will almost inevitably go down your freshman year. Don't worry about that either. You've got three more years to go, and, besides, your getting so much more (or should be) from your college experience than grades anyway. Do your best, of course, but don't blow up and put yourself in Milledgeville over a few low grades your first year.

A small school with fraternities makes it almost a necessity for the student to be able to have money to join! Without fraternities and money--social life is death.

That it is quite easy to go to college on a small amount of money. It doesn't hurt a bit not to have a $100.00 spending money a month.

A better program for college in secondary school. So they can be better prepared for college and know basically what college is about.

More individual contact in furnishing information covering financial aid programs.

Take part in all available student activities because a student who takes part in both the academic and social aspects of college life gets the full benefit of her college education.

Become involved in activities which are related to your areas of concentration.

They should be very much aware that they are a part of the student body and should participate in all the policy making sessions.

30. ADDITIONAL COMMENTS.

I also think that some standards should be lowered for needy students. For example, lowering 3.00 average to 2.5 just to join a sorority or fraternity. Or B to C for a loan. Because no matter who the student the loan is going to be paid back one way or another. As for myself, my mother and myself have borrowed and worked hard for me to go to school, but no matter how hard you try, the price of food, education and everything just keeps going up.

The above questions were answered on the basis of my last year of schooling. I am no longer in school. My parents would no longer allow me to go to the school out of town. I haven't been able to get in any of the schools home yet.

I realize that there are all kinds of grants and scholarships being offered but I feel we as below the belt people should know them. Not that I feel we are low but I do feel we are not made aware of the many available funds.

Because of the small amount of aid available at a private institution, I could not afford _____ College for more than one year.

Should send more corresponders to high school. Don't wait until a nightly sponsor program, but get there while the major proportion of the student can speak to you. Also improve the living condition for campus student (resident halls and food especially).

I think that the government or some such organization should compile an annual list of scholarships and explain student loans to people while they can make use of this information, in high school. This would save many heartaches and help students who simply don't have money to go to school. This catalogue previously mentioned would not be all encompassing, but it would contain enough information to be of immense use.

I haven't gotten any financial aid from this program; but if I was supposed to have I would really appreciate it.

I feel that matriculation and tuition fees are too high. Also the present manner of securing financial aid does very little to help the needy and able but is of more aid to those who can already afford it.

I have it hard going to school and working too.

I hope that this form will help some able and needy student like me. Especially one who is willing to further his education, but is not financially able.

I myself made a big mistake when I entered _____ College for I was not yet prepared for the kind of studies it took to remain there. Now that I have been away from there this year, I see the grave mistake I made and I'm given a second chance at anyone's college, I will surely make the best of it.

I really do not quite understand why I was sent this questionnaire since, while I certainly could be qualified for a "needy" student, I have not applied for any financial aid at any time and would not know how to go about it. As explained before, I entered the Junior Achievement program at the beginning of my Sophomore year in High School, and being aware that scholarships were awarded Seniors who turned in top performances, I worked hard and did the very best that I was capable of and ended up with the top scholarship of two years at _____ College which pays tuition, books, fees, and even some supplies, and it would have been almost impossible for me to attend college if I had not received same.

I had several offers of aid for my football services, but not to any major colleges. I didn't have trouble finding aid but my choice was limited. My family isn't poor, but I am one of seven children. My parents couldn't send us all to college, so we need aid where we can find it.

You sent me this form, why? I would like financial aid too from someone. Please. I don't know if I will be in college next quarter or not. Please help me.

I do not really see how I was designated as being needy; but I appreciate the opportunity that FAIT gives to a student. Since both of my parents are now employed and the fact that I made around one-thousand dollars during the summer, I can not possibly be designated as needy. I know of many other students who this project could benefit greatly. It was not in apathy that I did not fill out the first form. It was simply a feeling that the form did in no way apply to my situation.

How has, does, and/or will FAIT help me?

Try to accumulate enough money so you don't have to sweat about that. Be an individual--don't let others tell you how to dress, who to date, etc. Find someone to confide in, or some activity where you can work the pressure off.

I could not have attended college without financial aid. There are four children in our family, and living cost are very high. It takes cooperation from everyone in the family.

I think it is important for each person to learn to be responsible and make his own decisions. I prefer a regular university or college for this reason. Also, I think it's important for the student to be sure of his interests, that is that he major in a field he's truly interested in.

What kind of financial aid does FAIT offer?

Worked during summer and Christmas and saved all earnings. Parents paying for all school expense out of savings. My earnings being used for clothes and extracurricular activities. (Member Alpha Lambda Delta - National Freshman Girl's Honor Society - End 1st Quarter.)

I don't mean to break away from "book" on a whole, but the most cherished, meaningful and adhesive education a person can get is an experience (with persons, things, places, etc., that are talked about in books); and should put his all into the getting of it.

I have none except that I very much appreciate all the aid I get toward my secondary education.

I believe everyone should know the experience of college. I've never regretted coming to college, although financially there would have been difficulties had I not earned aid. Here, I've learned to be independent and to get along with others. Today, I wouldn't trade places with anyone!

A student should have someone behind him giving him the encouragement to go on. If he don't he is occasionally wondering why is he in college. Students should be told the advantages and disadvantages of college life off and on campus. I am staying off-campus and sometimes I wonder where is the next meal coming from.

I feel that possible future salaries should be de-emphasized as a criterion for deciding what to study and which college or university to attend. If a person has a natural interest in an academic area he should pursue it and let the monetary reward of his chosen career take care of itself in its own time.

Get your aid applications in early enough. Don't get discouraged. Study hard and kept your grades up. This will assure continued financial aid.

Good grades in high school (4.0 average) and felt that I deserved some aid since my parents were having some financial difficulty in sending me to _____.

I'm sorry that I have neglected to return this form sooner, but I did not receive the first form.

I was not a needy student until I married. Now my wife is pregnant and I am very needy. I find that there is work available for everyone who will work. My wife was on State Teachers Scholarship and failure of the colleges to give + and - grades put a hardship on her in trying to maintain a B average. Each C then required an A to maintain the average.

I am presently receiving financial aid from _____ University. (This may or may not be of any value to your survey, but I thought perhaps it might be.)

I wonder if financial counselors take in consideration the need of a person to spend $6.00 a week for dates. Certainly this is a part of the learning experience! College actually demands more money weekly for our self than any other time--and a person feels bad putting down $100.00 a quarter for "extra" but it amounts to that.

I appreciate you'll's help. If it weren't for my scholarship I might (probably) not have been able to attend school this year.

Financial aid goes to some students who do not need or deserve the amount of aid they receive. For example my brother maintained a 4.0 GPA for 5 quarters; yet he received $100.00 less financial aid.

Financial Aid Officers should realize that students who are dependent on one source of money for tuition and fees need some type of Student Employment to go along with a financial gang to make the academic life just as pleasant as more wealthier students.

I'm not a needy student thank goodness! My family income each year will run in the neighborhood of $30,000 to $40,000 depending on the fluctuations of stock prices. I think you people need to find out who the needy students really are because my answers aren't worth a damn.